

PROBLEMS AND CRISES OF DEVELOPMENT 453

In social matters, the educator cannot teach the child, nor can he learn for him. All that he can do is to create such situations as will give the child opportunities to learn [or himself. In this regard he has to control the social environment of the child as well as the physical, in order to make it possible for the child to learn. The child can, however, learn only by his own real experience, whether social or physical, and the educator must not stand between the child and his experience.

To take up some particular points:
(1) *Egocentrism*. In my theoretical discussion of the egocentric attitudes of the young child, I raised the practical question as to how far the grown-up should interfere with, for example, the domination of a group of younger children by an older or more influential child along the pattern of the latter's wishes. It seems to me that the answer to this is a question of the individual situation, each case being judged on its own merits. As long as the younger children appear happy whilst the leader arranges their play and assigns then-functions, there seems no good ground for interfering. If, however, the younger children show that they are being intimidated, or reveal any signs of anxiety in the situation, even when the leader does in the end succeed in cajoling or bribing them into conformity, it is undoubtedly well for the educator to intervene and to make some new suggestion, which distributes functions differently. The domination of a group by a single child or minor group of children can easily become a form of real bullying, even though there is no physical hurt or teasing or harshness. The younger children do need the support of the adult against their tyrannical elders in these regards, but not to the point of the continual

planning of their activities by the educator.
It is best for
the children to arrange their own make-believe
play as freely
as possible, whilst the educator has an eye to the
need of the
younger children, and does not hesitate to
intervene when
this seems to be called for.

(2) *Hostilities and Rivalries*. The problem of
the children's
active hostilities and aggression needs practical
consideration.

The first hostilities on the part of the new-
comer in a group
soon pass away, except in the case of the more
neurotic
children. The best way of dealing with these
first negative
signs is by positive suggestion : " Won't you
come and do